**LESSON PLAN**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teacher Intern: \_\_\_Kanisha V. Patterson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | **Dates of Lesson Plan: \_\_\_ November 18, 2010\_\_\_\_\_\_\_\_\_\_\_** | |
| **Grade Level: \_11th-12th\_** | **Subject: \_ BCT I \_** | **Unit: \_Business Finance and Spreadsheet Applications\_** | | **Class Period: \_1st Block\_** |
| **Competencies from MS Framework: \_\_\_\_ Business and Computer Technology I #1 Page 47 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Objectives** | **Procedures** | **Materials and Media** | **Assessment** |
|  | 1. **Anticipatory Set and Introduction** 2. **Conduct** an oral review with the students from the previous day’s lesson on reconciling a bank statement. 3. **Instruct** the students to complete the vocabulary word crossword puzzle. 4. **Present** the vocabulary terms for the On-Line Banking Options section to the students. 5. **Instruct** the students to copy the definitions down on the vocabulary crossword puzzle handout. 6. **Observe** each student’s crossword puzzle and written definitions. 7. **State** the objective for today is to explore on-line banking options | Textbook  Vocabulary Crossword Puzzle Handout | **Observation** |
| **Objectives** | **Procedures** | **Materials and Media** | **Assessment** |
| 1. Given the vocabulary terms, the student will be able to list banking options that are available online form for 100% accuracy. (*Cognitive, Remembering*) 2. Given a list of banking options, the student will be able to differentiate the between the available banking options with an accuracy of 100%. (*Cognitive, Applying*) | 1. **Body** 2. **Identify** what on-line banking options are. 3. **Explain** the how on-line banking options are beneficial to consumers. 4. **Guide** students in correctly identifying different banking options that are used.   **Reinforcement**   1. Inform students they will be working in pairs to identify banking options that are available to consumers and businesses. 2. In the group, the students will need to match the banking option to the correct advantage it is most compatible with. 3. Instruct the students that each will complete their own worksheet and turn it in for an in-class assignment grade. | PowerPoint Slides  On-Line Banking Options Worksheet | **Observation**  **Guided Practice**  **Group Activity** |
| **Objectives** | **Procedures** | **Materials and Media** | **Assessment** |
| 1. Given the on-line banking options, the student will identify and select the difference in regular face-to-face banking options and banking options that are available on-line for 100% accuracy. (*Cognitive, Remembering*) 2. Given a bank statement with errors, the student will find the errors and complete a bank statement reconciliation form for an accuracy of 100% (*Cognitive, Applying*) | 1. **Identify** the advantage of using banking options that are available online. 2. **Discuss** the why people may chose to use online banking options verses face-to-face banking options. 3. **Guide** the students in correctly identifying the difference in face-to-face banking and online banking.   **Check for Understanding**  Each student will be placed in a group of three students. Each group will be a placed at a computer that has a specific bank’s website pulled up. Each group will have to research that website for the bank’s available options for on-line banking. The group will be given 5 minutes to search the site until the group has to move on to the next computer which has a different bank. | PowerPoint Slides  Computer  List of Banks | **Guided Practice**  **Observation**  **Check for Understanding**  **Group Assignment** |
|  | 1. **Closing** 2. **Instruct** the students that they list the vocabulary terms and the banking options that are associated with on-line banking. 3. **Inform** the students that they will be turning in the worksheet at the end of class and it will be given back to them at the next class meeting. 4. **Inform** each student that have completed the Managing a Checking Account section and will have a review on the next day and a test on the day after the review. |  | **The student’s turned in paper with the appropriate answers.** |